

DRAFT

UBC International Strategy

IN SERVICE

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EXECUTIVE SUMMARY

The UBC International strategy is intended as a framework and call to action for UBC’s global engagement. It is aimed at articulating how global engagement can help deliver on the two key aspects of UBC’s purpose: (a) fostering global citizenship, and (b) advancing a sustainable and just society across British Columbia, Canada and the world – “contributing to building a better world.”

Building on the wide consultation that underpinned the development of UBC’s strategic plan, the International Strategy Working Group (comprised of students, staff and faculty across UBC’s two campuses) facilitated, through a series of workshops with a wide range of stakeholders, the creation and crystallization of a framework to guide UBC’s global engagement. The result of wide consultation over the last nine months is presented in this document as a **statement of strategic intent**.

The title of the strategy ‘*IN SERVICE*’ reflects the UBC community’s deep conviction that we can all stand in service to ideas, to peoples, and to the planet. Four themes surfaced in the consultation: ‘UBC as a global citizen,’ ‘Global citizenship of UBC students,’

‘Contributing to building a better world by focusing on issues of global relevance,’ and ‘Global capacity development.’ In concert, these themes provide support and inspiration for an impactful global engagement for UBC.

Four specific pathways emerged to guide our collective action. These action directions focus on **partnerships** for fundamental and use-inspired research, creative endeavours, learning, and capacity development, **transformative experiential learning programs** for students, **infrastructure** (people, data and processes) to facilitate cross-disciplinary engagement of issues of global relevance, and **strategic communication** of what we do and why do it.

In the next stage of development of *IN SERVICE*, working groups will start with examples of specific actions that have surfaced in the consultation and add to those to derive a set of actions for each action direction. The groups will assess each action for fit with UBC’s mission, prioritize the actions along a time-line, develop metrics and success criteria, and an accompanying resource plan.

IN SERVICE – INTRODUCTION

In 2018, UBC articulated a new strategy, “Shaping UBC’s Next Century,” to serve as a roadmap for the institution. It set out a collective vision, purpose, goals, and strategies for the years ahead. Building on the successes of the past 100 years, the plan embraces a vision to “Inspire people, ideas and actions for a better world,” and commits the institution to the purpose of “Pursuing excellence in research, learning and engagement to foster global citizenship and advance a sustainable and just society across British Columbia, Canada and the world.”

The UBC International strategy, *IN SERVICE*, is both a framework and call to action for UBC’s global engagement. It articulates how global engagement will deliver on two key aspects of UBC’s purpose: (a) fostering global citizenship, and (b) advancing a sustainable and just society across British Columbia, Canada and the world – “contributing to building a better world.”

In developing UBC’s new international strategy, we have discovered broad consensus around the idea that UBC’s global engagement presents a profound opportunity to be *IN SERVICE* – to ideas, to peoples, and to the planet. Since the launch of the UBC strategic plan, members of the UBC community

came together through working groups, workshops and surveys to provide input that helped inform *IN SERVICE*. Working articulations of the two key aspects of UBC’s purpose in the context of our global engagement – fostering global citizenship, and contributing to building a better world – were created by a working group, and feedback obtained from the broader UBC community. The consultations then focused on outlining the key themes that would support these pillars, and developed pathways for action supporting each of the themes.

These ideas were tested at a series of workshops held for faculty, students, staff and alumni. That input was further shaped by feedback from the deans, UBC’s executive leadership, and a range of external partners, including partner universities, consuls general and ambassadors of many countries, several NGOs, chief resilience officers of many cities, and a number of ambassadors of countries to the United Nations.

UBC has benefited greatly from the contributions and commitment of these individuals and groups, and will further benefit from continued work together as we move into outlining specific actions, prioritization of these actions, and focused implementation.

IN SERVICE – FRAMEWORK

PREAMBLE

The University of British Columbia's two campuses are situated on the traditional, ancestral, and unceded lands of the Musqueam and Okanagan peoples of British Columbia. Through our friendship with BC's First Nations, we continue to learn how our stewardship of the local informs our thinking about the global. How we treat each other at home says a lot about how we see ourselves collectively as global citizens. We understand our responsibility to contribute to global society derives from our commitment to serve our local communities. In no small part by honouring our commitments to truth and reconciliation with the Indigenous peoples of Canada, we hope not to replicate the histories and systems of colonialism within our global aspirations.

Our allegiance to all humanity means we strive in our global engagement for a world that is inclusive, equitable, sustainable, just, thriving, and prosperous. We seek to bring into sharper focus the notion that UBC has the capacity to convene and serve. We aspire to realize our potential to bring together students, staff and faculty from across the world, expose us all to knowledge and experiences that teach us about the world, explore new opportunities to seek knowledge and understanding, and empower us to work with others to address the profound challenges facing humanity and the biosphere.

We recognize our colonial past and present, and our contribution to systemic inequities. In seeking to eradicate the remnants of these systems, we commit to advancing practices of global engagement that rest on the foundations of integrity, inclusivity, equity, and accountability. We aim for mutual benefit through partnership building that realizes positive impact. In making visible the links between knowledge and solutions, we hope to increase the societal impact of universities. We embrace an approach where

knowledge knows no boundaries, and where collaboration across continents, disciplines and institutions is fundamental to addressing the complex issues facing our society both locally and globally.

We reaffirm our commitment to celebrate and pursue, in a global context, a wide range of scholarly activities and creative endeavours – from seeking to understand the tiniest of particles and quantum matter to artificial intelligence and how humans and machines process information; from nature and its evolution to the human condition, peace and justice; from science, law and business to language, poetry and dance; from built environments and ecosystems to planetary health, and beyond.

We are inspired by and embrace the challenge of addressing complex issues facing the planet, not just in other places in the world, but here in the local community as well. We partner widely to form global networks in which we facilitate convergences of knowledge and expertise around the pressing global issues of our time such as those called out in the United Nations Sustainable Development Goals.

We are grounded in people, and are invested in empowering our faculty, students, staff and alumni to contribute to building a better world. As an institution that stands *IN SERVICE*, we act on the basis of humility not hubris, compassion not competition, and engagement not estrangement – where no voice is left behind, where listening is fundamental in each collaboration, where research is also responsive to needs faced and identified by communities, and authentic partnerships are formed with organizations and institutions at all levels (college, corporation, community, city, country) to achieve greater impact, acquire a deeper and more holistic perspective, and to ensure sustainability.

FRAMEWORK STRUCTURE

Over the course of the planning process of the UBC strategy and the International Strategy, we received thousands of thoughtful comments from students, faculty, staff, alumni and our external partners. This valuable input formed the basis of areas of strategic focus that have been articulated within this plan as **pillars, themes** and **action directions**. Each plays a significant role as follows:

- The **pillars** are the two key aspects of UBC's purpose that global engagement can help deliver: (a) fostering global citizenship, and (b) advancing a sustainable and just society across British Columbia, Canada and the world – “contributing to building a better world.”
- The **themes** represent vehicles that will help operationalize the pillars and channel transformational change in what we engage, with whom we engage, and how we engage in the coming years. These vehicles will enhance our academic and societal impact in an increasingly complex and interconnected world.
- The **action directions** represent broad pathways to guide our collective action. They will subsequently form the basis for us to derive an operational strategy and implementation priorities.

Articulation of the pillars – “Global Citizenship” and “Contributing to Building a Better World”

As a first step in the development of *IN SERVICE*, the International Strategic Planning Working Group developed working articulation of the pillars of “Global Citizenship” and “Contributing to Building a Better World.” Within a series of workshops, the UBC community then worked to further distill those ideas to guide our subsequent thinking.

Global Citizenship

- Acting from a place of inclusiveness, equity, open-mindedness, curiosity, and humility in our global engagement and global community at home.
- Participation in and contribution to shared communities and shared futures, both locally and globally.
- Shared social and ecological rights and responsibilities as individuals, as an institution, and as a member of the global community.

Contributing to building a better world

- Engaging with the world beyond our borders for impact locally and globally.
- Being a change agent by helping accelerate impact (through research, learning and engagement) for the mutual benefit of more people globally.
- Educating and empowering students to contribute to a (socially and economically) prosperous and more inclusive future for all humanity.

Themes within pillars, and action directions

Following the articulation of the two pillars on which **IN SERVICE** seeks to deliver, the planning process turned to specific themes that may guide our engagement. These themes emerged initially in the Local-Global working group within the development of the UBC Strategic Plan, and were then

systematically tested in the development of the International Strategy.

Two themes surfaced within each pillar, and a total of four action directions emerged.



IN SERVICE – THEMES

THEME 1 – UBC as a global citizen

“Universities can definitely have a role in the development and social justice sphere because they are interdisciplinary hubs bringing together the brightest minds and the tools and resources to research key pressing issues facing the world.”

UBC is a global actor in a highly interconnected world. This speaks to our rights and responsibilities as an institution in relation to our modes of global engagement both locally and globally.

At the outset, input from the UBC community strongly recognized our continuing and unwavering commitment to creative endeavours and fundamental research for the sake of knowledge and better understanding of the world in which we live. Building on this, the consultation surfaced the view that universities *also* evidence significant potential, and bear responsibility, to bring knowledge, talent, and convening power to address the pressing needs of our planet.

One lens that emerged consistently in the consultation is the United Nations’ Sustainable Development Goals (SDGs). A set of 17 ambitious goals, the SDGs were adopted by world leaders in 2015 at a historic UN summit and came into force on 1 January 2016. The goals call for action by all countries – poor, rich and middle-income – to enhance planetary health, prosperity and vibrancy. They recognize that ending poverty and other deprivations must go hand-in-hand with strategies that improve health and education, reduce inequality, and spur economic growth – all while tackling the causes and consequences of anthropomorphic (human-driven) climate change, such as rapid urbanization, excessive resource extraction, pollution emission, and inadequate conservation. But it’s not just countries that need to address the goals – it’s all of us, including universities.

Universities have long committed themselves to studying global issues from multiple disciplinary

Feedback from a UBC staff member on the strategy

points of view. **IN SERVICE** recognizes that these institutions are now, more than ever before, in a position to serve by convening impactful partnerships to address broad and profound challenges related to the economy, society and the biosphere.

Inspiring discussions in the consultation process focused on possibilities such as “what if UBC required its 65000 students to spend just one week every year working collaboratively with community members on issues of global relevance here in British Columbia?” And “what would the resulting 2.6 million person-hours produce in terms of learning for students and value for community?”

While these and similar questions will find their way into an operational strategy for UBC’s local and global engagement, at the core of the discussion on this theme are the notions of **cross-disciplinary engagement** and **partnerships**.

In terms of cross-disciplinary engagement, the consultation noted that the UN SDGs represent a unique platform to bring together scholars from multiple disciplines to work together in a proactive and purposeful way.

The input from the UBC community also addressed several dimensions of UBC’s partnership canvas. In concert, these issues relate to Strategy 19 and Strategy 20 in UBC’s strategy that focus, respectively, on *‘building and sustaining global networks for impact,’* and *‘principles, effective practices, and infrastructure for engagement.’* **WHO should UBC partner with?** Over the years, UBC has partnered extensively with other universities and research institutions in many parts of the world. These have contributed significantly to research, new

knowledge and greater understanding. For instance, UBC's Stewart Blusson Quantum Matter Institute (SBQMI), in collaboration with University of Tokyo and the Max Planck Society, identifies and explores quantum materials and phenomena, and exploits its knowledge to discover, design and build world-transforming future technologies. Likewise, the Pacific Institute for the Mathematical Sciences (PIMS) collaborates with a range of research institutions in the US, Mexico, China, Australia, Japan and Chile to facilitate cooperation in scientific research, development of joint scientific activities, and exchange of researchers. Such partnerships provide valuable access to research sites and complimentary assets that help expand our reach, amplify our impact, and enrich our understanding of the world. For instance, UBC's Institute for Asian Research leverages the range of partnerships in Asia to facilitate PhDs' field work access in Asia by connecting students to visiting scholars and officials to build up links for field work.

These partnerships also bring outstanding scholars and creators to our campuses. For example, through UBC's partnership with the University of Otago, a visiting scholar from that university to UBC's Centre for Cinema Studies in the Department of Theatre and Film helps enhance our collective understanding of film festival attendance and indigenous activism through case studies of New Zealand, Canadian and American indigenous film festivals.

Engaging deeply with other universities has also offered unparalleled opportunities to bring together students from different universities, geographies and cultures. UBC is privileged to have student mobility arrangements with over 200 universities around the world, that significantly contribute to student learning, intercultural understanding, and the development of global citizenship. For instance, '[A Place to Stand, A World to Explore](#)' is a program co-created by UBC's Go Global unit, the University of Otago's Office of Māori Development, and Monash University's

Yulendj Indigenous Engagement Unit. The program modeled after the University of Otago's Tūrangawaewae, Pōkai Whenua program, is aimed at connecting Indigenous students from different communities with one another globally.

Building on this strong and impactful platform of partnerships, the UBC community recognized that addressing complex issues of global relevance, such as those called out in the UN SDGs, would require UBC to partner more widely and purposefully. The consultation surfaced a 5 C's approach to guide potential partner institutions – Colleges and Universities, Corporations, Community organizations, Cities and Countries. Appendix 1 elaborates on the rationale for this expanded partnership canvas. See the Call-out box 1 ("[Into Africa – Learning and service](#)") and Call-out box 2 ("[RES'EAU-WaterNET – Solving water problems in small systems](#)") for two of the many examples that illustrate current work at UBC covering a range of partner institutions.

HOW – Partnership principles and effective practices. The UBC community strongly advocated for a continued focus on ensuring that partnerships are built on strong principles and effective practices – integrity, inclusivity, equity, accountability, mutual benefit and positive impact. For instance, the International Reporting Program in UBC's School of Journalism is an initiative aimed at teaching and producing enterprise global journalism by offering students the opportunity to report on under-covered stories from around the world. Rather than 'parachute' students from UBC into global contexts and curate stories on their own, the IRP program has set up strong partnerships with journalism schools around the world. UBC seeks to partner with these schools and their students to assist in us all securing holistic insights based on deep local knowledge and sharing openly lessons and perspectives that UBC students bring to the endeavor.

THEME 2 – Global citizenship of UBC students

“Canada being a multi-cultural nation is based on the idea of inclusion. With the world being so connected now, anybody thinking about the future needs to be thinking about global citizenship. Being able to jump out of the comfort zone of one’s own culture requires people to have an open mind and be curious about the world around them.”

Feedback from a UBC alumnus on the strategy

UBC is committed to fostering the global citizenship of all students. The framework recognizes that this is enhanced through learning in global contexts and through internationalization at UBC (inclusive learning experiences on campus and in the local communities).

In addition to the themes surfaced in the working articulation of global citizenship and the position espoused in the preamble to *IN SERVICE*, UBC strongly endorses the burgeoning view of the Canadian government (through its 2017 “Report of the Study Group on Global Education”) and Universities Canada (through its 2018 release “Connecting Canadian talent to the world”). UBC served as an active and contributing member in the development of both reports that outlined additional benefits of academic learning in global contexts as the following:

- ***Future-proofing Canada’s youth and economy*** – “The essential 21st century skills gained through global experiences – abilities to problem-solve, adapt, collaborate and communicate with people from other backgrounds – will help Canada’s young people adjust to the shifting nature of work, and are critical to building a strong economy in the face of disruption.”
- ***Strengthening global ties*** – “The people-to-people ties forged through study abroad help build and maintain strong foundations for diplomatic and trade relations. To compete globally, Canada must maximize its trade agreements, sign new ones, and help Canadian businesses (of all sizes) and your entrepreneurs succeed within them. This is accomplished by investing in talent, equipping students with global competencies and encouraging them to build valuable international networks through global study.”

- ***Increasing social equality*** – “Studying abroad gives students better academic and employment outcomes after graduation – and those benefits are particularly pronounced for those from low-middle income, Indigenous, and special needs students, to increase life chances. Far from being a luxury or an indulgence for the wealthy few, study abroad is vital to driving future prosperity for all Canadians.” (see Call-out box 3 on “**Social equality through international student mobility**”).

UBC is recognized as a leader in student mobility in Canada. Through a range of flexible and innovative programs offered by UBC’s Go Global unit, over 20% of UBC undergraduate students participate in learning and service abroad experiences during their degrees, compared to the Canadian average of 11%. While we should continue to invest in Go Global to develop and offer more innovative programs that bring students from multiple disciplines together to work on complex issues of global relevance, *IN SERVICE* recognizes two important issues that need careful consideration:

- ***For the vast majority of UBC students, global citizenship needs to be cultivated locally.*** For a range of reasons (financial constraints being the most important), almost 80% of UBC students do not avail themselves of opportunities to study abroad. If we are to deliver on the promise of global citizenship for all students, we will need to leverage the knowledge and experiences of our diverse student body – including over 17,000 international students from 160+ countries. Viewed through this lens, diversity in our student body is important to ensure diversity of world-views and to the ability of UBC to deliver on global citizenship more effectively. This ‘internationalization at home’ idea will require us

to connect all students through intercultural engagement and through active engagement with issues of global relevance. Linking some of these directly to the academic mission of the institution and having them be part of curricular experiences affords immense opportunity to also deliver on UBC's strategies related to transformative learning experiences of students. For instance, we have a unique opportunity to leverage the place in which we are situated, in Vancouver and the Okanagan, to enable all of us to learn more about an issue of profound global relevance – the history of the land of the Indigenous peoples, how we have contributed to systemic injustices in the past, what truth and reconciliation is, what it means to connect with the land, nature, and culture, what it means for collaboratively solving issues of global relevance, what it means for all peoples to pursue their own visions of economic and social development and prosperity, and how we can all eventually stand *IN SERVICE*.

- ***UBC does not need to do this alone and getting on long-haul flights is not the only way to do it.*** UBC is in a privileged position of having an amazing set of partners across the globe. As the future of work evolves and students increasingly find themselves working in global virtual teams, we have an opportunity to leverage our partners *and* technology to help deliver on global citizenship. Many institutions around the world are positioning their contribution to society around the UN SDGs. Connecting students from UBC and such partner institutions through technology-enabled learning spaces represents an immense opportunity to gain benefits of living in an interconnected and networked world (see Call-out box 4 on “**Cross-disciplinary, cross-institutional and cross-continental learning experiences in cities.**”)

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THEME 3 – Contributing to building a better world by focusing on issues of global relevance

“We need to encourage folks not to work in silos and to highlight the interconnections between each of the faculties/ departments/ units and the shared responsibility we have in progressing towards more just, equitable, sustainable, and healthy communities”

Feedback from a UBC student on the strategy

Advancing new knowledge for the betterment of lives around the world has long been in the DNA of our university. In partnership with universities, industries, government, and communities worldwide, our research discoveries are hugely influential. This collaborative work has led to new ideas, innovations, discoveries, and countless new products, treatments, and services. In areas ranging from advanced materials to brain health, culture and diversity to digital technologies, business and economics to the environment and genomics, heart and lung to HIV/AIDS, UBC scholars serve humanity and the planet.

More recently, UBC has purposefully sought to spawn, and support with seed funds, research excellence clusters – interdisciplinary networks of researchers focused on solving key challenges facing society that transcend the traditional boundaries associated with departments, institutions, and funding agencies. Research excellence clusters led by researchers on the Vancouver campus are currently funded through the Research Excellence Clusters Initiative, and by the Eminence Fund program on the Okanagan campus.

For instance, the Wingspan Dis/ability Arts, Culture & Public Pedagogy Cluster is composed of and by the Wingspan Collaborative at UBC. It is an intellectual ‘studio’ of interdisciplinary scholars in disability studies, arts, culture, and public pedagogy across many disciplines who collaborate on common projects regarding the rights of people with disabilities. This project promotes research into and engagement with the idea that while individual disabilities pose impairments, they should not be seen wholly as deficits, but rather as differences that enrich collective human experience and the arts (see as well the Call-out box 5 on “**Biodiversity research: An emerging global research priority**”).

In light of this kind of interdisciplinary thematic research engagement, considerable interest surfaced across UBC to cast ‘international’ less in terms of countries and geography and more in terms of ‘issues of global relevance.’ This focus on addressing complex challenges facing humanity, such as those called out in the UN SDGs, requires multi-disciplinary, multi-stakeholder collaborations, leveraging expertise across the university and engaging with networks of a wide range of partners focused on the same. UBC is already being recognized for our impact through the UN SDG lens, ranking third amongst 500 institutions in the 2019 Times Higher Education University Impact Rankings for work within our campuses and immediate geography.

There is much to be done, however, towards *global impact* on the UN SDGs, where the beneficiaries of the work provide evidence of impact. The input from the UBC community points to the need to first secure a better understanding of the various issues of global relevance on which UBC scholars are already working, and utilize those data to purposefully convene cross-disciplinary teams of researchers. For instance, knowledge of who in the University is interested in the area of “health and well-being” will permit us to bring those interested researchers together to then engage with the topic more holistically – it is very likely that there are scholars in the STEM fields, as well as those in Land & Food Systems, Education, Arts (including creative arts practices) and Humanities, Forestry, and Business, all interested in “health and well-being” but from different disciplinary approaches. The resulting collaboration would enable us to engage far more holistically with the theme of “health and well-being.” The Okanagan campus, for example, has made an Eminence Fund award to researchers in Performance, Education, and Medicine to support a collaborative cluster engagement with colleagues at the Wellcome

Centre for Cultures of Health at the University of Exeter.

IN SERVICE recognizes that the University will continue to strongly support individual researchers and Faculties seeking to create international collaborations to assist in their research, pedagogy and service no matter what their areas of inquiry. Proactively facilitating, however, the formation of such powerful, cross-disciplinary teams of scholars focused on issues of global relevance will afford the University a unique opportunity to then pursue funding from global foundations and supra-country agencies (e.g., The World Bank) that value such holistic and cross-disciplinary engagement of issues of global relevance. It will also expose us to a range of actors also interested in working collaboratively to find solutions for global challenges.

The desire to enhance research excellence in service to society underpins UBC's participation as a founding member of the Highly Integrative Basic and Responsive (HIBAR) Research Alliance (see www.hibar-research.org), a U.S. & Canadian network of research universities that coordinates volunteer expert participants from all interested organizations. The participants cooperate to encourage the time-honoured practice of combining fundamental research with leading-edge use-inspired investigation. Specifically, the HRA's goal is to boost HIBAR research four-fold over the next decade, from about 1 project in 20 today, to 1 in 5 by 2030. Critically, each

HIBAR research projects is co-led with a volunteer expert in society who deeply understands the specific problem being tackled. The immense challenges of the 21st century call for much more HIBAR research.

Funding for work that is grounded in societal problems is evident in the patterns of funding by global foundations. Data compiled by the Foundation Center as a part of the SDG Philanthropy Platform initiative (funded by the Conrad N. Hilton Foundation, Ford Foundation, and the MasterCard Foundation) reveal that since 2016, foundation funding towards achieving the SDGs was over USD152 billion. The top five areas that foundations funded were SDG3 (Good Health and Wellbeing; USD49 billion), SDG4 (Quality Education; USD60 billion), SDG5 (Gender Equality; USD10 billion), SDG11 (Sustainable Cities; USD9 billion), and SDG16 (Peace, Justice and Strong Institutions; USD15 billion). The data also reveal significant overlap between funding across the goals pointing to the need to approach the goals with cross-disciplinary focus. For instance, of the USD49 billion funding towards projects focused on SDG3 (Good Health and Well-being), almost USD5 billion simultaneously focused on SDG4 (Quality Education). UBC has an opportunity to build on the work in sustainability and its global partnerships in this space (see Call-out box 6 on "**Leading by example – Universities as living labs and global actors for sustainable development**").

THEME 4 – Global capacity development

This theme is probably the most consequential. The most in need cannot come to UBC; UBC must come to the most in need. Facilitating, providing support and credit for these activities for faculty is crucial. This has the potential to materially change more lives than any other activity.

The input from the UBC community noted that even as globalization and technological advances have fueled growth in global GDP and prosperity in many nations, we continue to live in an era of astounding inequality. The gap between rich and poor countries continues to widen, posing a threat to world peace. The recently published Global Wealth Report by Credit Suisse, a global financial services company, reveals that the richest one per cent own half of all the wealth in the world. Developing countries as a result fall further and further behind in building resilience in the face of the physical, social, and economic challenges that are an accelerating part of the 21st century.

For many developing countries this is a critical time. The presence of large institutional and infrastructure voids makes it difficult for developing countries to accelerate in areas such as poverty reduction, access to education, water, food, energy and healthcare, access to decent work and economic growth, and disaster-resilient infrastructure in ways that developed countries have been able. Unless there is a concerted effort to address these institutional and infrastructure voids through capacity development in a range of sectors, the inspiring sustainability goals outlined in the UN SDG framework will be elusive and increasingly challenging. Importantly, as outlined in **SDG17 “Partnerships for the Goals,”** a successful sustainable development agenda requires inclusive partnerships, at the global, national, regional, and local level, built upon principles and values, a shared vision, and shared goals that place people and the planet at the centre.

The infrastructure challenges faced by many regions goes beyond hard infrastructure. It also calls for technical assistance, systems and training for greater access to education (see Call-out box 7 on “**We touch the future, we teach – Education in the Dadaab**

Feedback from a UBC faculty member on the strategy

refugee camp”), systems for delivery of cost-effective healthcare (see Call-out box 8 on “**From a person to the planet – Consortium of Universities for Prosperity and International Development**”), decision-making approaches, governance processes, and assessment for effective resource allocation.

The consultation surfaced countless examples of global capacity development across UBC, many involving individual faculty members and staff quietly engaging in amazing acts of service to build capacity where needed. We identify a few initiatives at the faculty-level:

- Students participating in the Go Global East Africa program offered at the Okanagan campus benefit from experiential learning in Tanzania and Kenya that considers a vast range of cultural perspectives, creative works, social initiatives, educational models, and community-building strategies. Students explore questions such as: How are places represented and people’s stories told — or not told? How can sharing diverse ideas and perspectives lead to understanding and mutual benefits across disciplines and across cultures? How can creative and cultural production inspire social change and community building, both locally and inter-culturally? From excursions to artisans’ collectives and local markets to visits at local schools and conversations with East African educators, students learn from a variety of grassroots perspectives, and gain further cultural insights via readings, performances, and opportunities for one-on-one conversations with leading-edge East African writers, musicians, artists, filmmakers, and social justice leaders.
- Sauder Social Entrepreneurship-Kenya (SSE-Kenya) is a student led four-week business skills training course held in Nairobi, Kenya, for the underprivileged youth in Kibera and Mathare. The

mission of SSE is to provide participants with business tools and knowledge necessary to improve their lives and their communities. In the long-term, the training received from SSE plays a crucial role in reducing the high unemployment rate in Kibera and Mathare. The program provides a great opportunity for UBC students to learn about other cultures, how businesses are created and developed in different contexts, and the role of education in economic development.

- The Office of Pediatric Surgical Evaluation and Innovation (OPSEI), situated in the UBC Faculty of Medicine and BC Children's Hospital, is committed to improving the health of Ugandan children by increasing the number of Pediatric Surgeons in Uganda. In partnership with Makerere University and Mulago Hospital, OPSEI has participated in three Pediatric Surgery Camps since 2008. These camps are unique; BC pediatric surgeons, anesthesiologists and nurses travel to Uganda to work alongside their Ugandan counterparts and provide free surgical care to hundreds of children. While the camps will continue to benefit children with urgent surgical needs, OPSEI's vision is to form a Training Alliance to increase the number of pediatric surgeons in Uganda.
- The Canadian International Resource Development Institute (CIRDI) within the School of Public Policy and Global Affairs, works at the request of country governments that are seeking to ensure the sustainable stewardship of natural resources as a catalyst for achieving the Sustainable Development Goals (SDGs). The collaboration seeks to co-design and implement projects that develop public sector capacity so that resource development is guided by transparent and effective legislation, robust regulatory frameworks, strong environmental protection and best-in-class health and safety regimes. CIRDI's projects to date have spanned 22 countries and over 186 partners.
- The Dental Mission Project Society (TDMP) was formed to support marginalized and developing communities both locally and internationally in need of oral health care, prevention and education. UBC Dentistry partners with the Dental Mission Project in support of a joint mandate of oral health

education, research and community outreach. This partnership also provides the opportunity to engage UBC dental students and alumni to enhance their clinical skills as well as better understanding of their own sense of social responsibility as oral health care professionals. An example of the activity and impact under the TDMP is a Medical-Dental Mission to the Philippines to improve the quality of oral health condition of marginalized population in a developing nation by providing free dental services, as well as preventive health care information through education, instruction, and support of community programs. In just over a week, 3,000 adults and children from local communities, mostly families of farmers who do not have access to dental health services, were treated.

This theme has captured the interest of people across UBC. On the foundation of an incredible range of activities individual faculty members, students, and staff are already engaged in around the globe, we have an opportunity to amplify, support, and recognize the strategic importance of these activities, and convene groups across disciplines for even greater global impact. *IN SERVICE* recognizes that impact in this space requires (a) articulation of an inspiring institutional positioning that is strongly communicated and celebrated, (b) building and connecting to networks that incorporate local expertise, and (c) creating infrastructure to ensure effective and sustainable partnerships and programs.

The idea that universities indeed have a unique civic and social responsibility as global actors has captured the attention of many universities and countries. In July 2017, UBC joined the [U7 Alliance](#) – an international alliance of 45 universities from 21 countries representing over 2 million students around the world – to engage both in discussion and in concrete action by making commitments that universities may take to address the most pressing global challenges in a multilateral context. It is the very first alliance of universities aimed at structuring and advancing their role as global actors across the

multilateral agenda that can take concrete action for local, regional and global impact.

The consultation also noted that capacity development is not about UBC embracing a 'saviour' role. Rather, efforts at collaborative capacity development need to be responsive to the 2005 Paris Declaration and the 2008 Accra Agenda. Together, these represent commitments for effective capacity development in which "individuals, organizations and societies obtain, strengthen and maintain the

capabilities to set and achieve their own development objectives over time." We need to ensure that research and training that underpin such long-term development efforts are responsive to needs faced and identified by communities. At the same time, *IN SERVICE* notes such engagement affords researchers an opportunity to learn from decision-makers on the ground about effective innovations that surface in response to local contexts and challenges.

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IN SERVICE – ACTION DIRECTIONS

Through the extensive consultation of 2018-19, the UBC community provided input that resulted in several action directions within each theme described above. These action directions were subsequently distilled into four specific pathways that will help shape the University's global engagement in the coming years. All action directions embrace multiple parts of our university community and our external partners. Each is intended to provide support and guidance to the activities of faculties, schools, departments and other cross-cutting initiatives expressed in the UBC strategy.

Action direction 1 – Partnerships

- 1) Continue to deepen and strengthen effective partnerships with institutions that have developed over the years.
- 2) Expand our current set of partnerships to include communities, corporates, cities, and countries, based on convergences of values that relate to the University's purpose to work collaboratively on addressing issues of global relevance and global capacity development.

Action direction 2 – Learning programs

Better equip students to respond to a globalized world by curating, facilitating and supporting curricular and co-curricular activities and experiences incorporating

global perspectives and issues of global relevance on UBC's campuses and in our local communities, and through learning in global contexts and via global virtual classrooms, while ensuring global citizenship initiatives are inclusive and accessible to all UBC students.

Action direction 3 – Infrastructure

Develop processes and infrastructure in order to:

- 1) simplify and facilitate the creation and stewardship of global partnerships
- 2) effectively partner with the wide range of stakeholders needed for sustainable global capacity development
- 3) create a global engagement 'heat map' to identify areas of expertise and overlap, and convene multidisciplinary researchers to engage on issues of global relevance, linked to global funding opportunities

Action direction 4 – Communication

Develop mechanisms and a communications strategy to advance the purpose of the University, aimed at building a more just, sustainable and prosperous society both locally and globally, and to highlight and celebrate the significant capacity-development activity being carried out by faculty, students and staff across UBC.

IN SERVICE – NEXT STEPS AND CONCLUSION

As with all strategic plans, *IN SERVICE* provides thoughtful guidance for action. It is a framework for decision-making and allocation of effort and resources within the University. The plan also provides guidance for engagement beyond our campuses.

An important component of the work to be done now involves the planning and execution of specific projects that support the action directions outlined in these pages. Some of these are ongoing, possibly requiring amplification, different forms of support or additional funding; some will be new, arising in response to the direction and focus of *IN SERVICE*. Some will be UBC-specific initiatives that may be piloted first with a faculty; others will require new partnerships and platforms to be first spawned with adequate infrastructure support.

Towards implementation

The consultation has surfaced several potential actions that need further and systematic assessment. Examples of potential actions are presented in Appendix 2. Working groups will be convened in December and will meet twice before mid-January to focus on developing an implementation plan. Each of the four action directions (partnerships, programs, infrastructure and communications) will have a working group responsible for the following six tasks:

1. Start with the actions in Appendix 2 and create further actions
2. Ensure alignment of actions with pillars of “global citizenship” and “contributing to build a better world.”
3. Determine whether actions are enabling (need to do first), amplifying (existing initiatives), or new
4. Prioritize actions against a timeline (1 year, 2 years, 3-5 years)
5. Recommend metrics to gauge performance against goals
6. Develop an accompanying resource plan

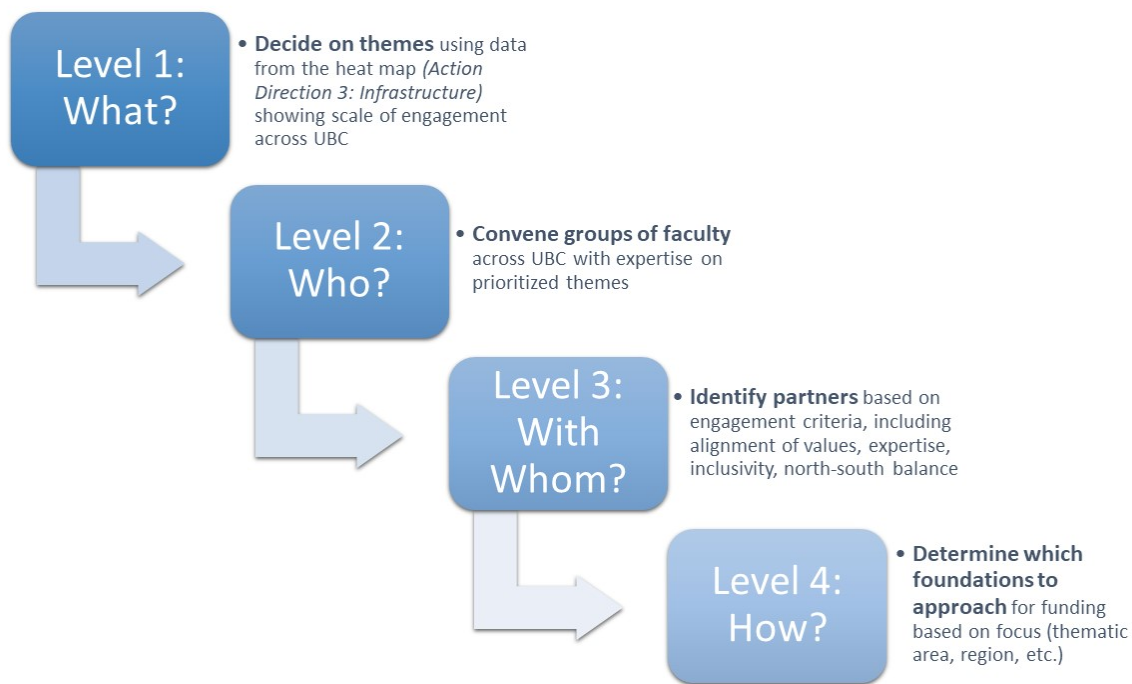
A Strategy Implementation Group will be formed in January to consolidate the action prioritization, metrics and resource plan across all four areas. A matrix with prioritized actions, timeline and related budget ask will be developed over the next month and presented to the Board of Governors.

Shaping decisions and the FOCUS imperative

In the months ahead, as we raise our sights and seek more ways of making a positive impact in this world, we will need to recognize that **good strategy is not only about an aspirational vision, it is also about making choices**. Indeed, the plan will be impactful only if we align our efforts with a limited set of priorities, focusing on areas where we can make the biggest difference. Because of time and monetary constraints, it is imperative that we FOCUS. We will also need to commit to ensuring that our people and teams are appropriately resourced and connected in the various initiatives that support the international strategy.

Because *IN SERVICE* is proposing new themes and approaches for engagement, it is vital that the strategy provides an avenue for the University to make decisions and choices that lead to outcomes. In order for our global engagement to help us make more impact globally, we need to clearly have answers to questions such as:

- What are we going to do, that will serve as a point of differentiation in an increasingly competitive higher education market?
- Which issues of global relevance and problem spaces are we going to call out, while continuing to support the ongoing work across UBC?
- With whom are we going to work?
- What is the pathway towards the sustainability of our efforts, including people, time and funding?



For instance, one new action that is being proposed involves the creation of a heat map to identify areas of expertise and overlap as they relate to the UN SDGs. How will this action help UBC make decisions around the questions posed above? As illustrated in flow chart above, four decision areas can be informed.

Level 1 decision – What problem spaces is UBC going to call out?

Because the heat map will surface the scale of work across UBC on the various SDGs, we will secure an understanding of which SDGs are most relevant *across UBC*. These point to areas of focus. It is likely, however, that some of these areas (e.g., Health & Well-being) are areas that many other universities are also calling out for focus. Such areas do not constitute unique points of differentiation, but rather are points-of-parity. The heat-map data will also allow us to invest in areas that can become unique points-of-differentiation.

Level 2 decision – Who do we convene?

The data from the heat map will allow the institution to convene groups of scholars for multidisciplinary engagement of the topic. The consultation surfaced the lament from many faculty members that while

they would like to work with colleagues from other disciplines on complex global challenges, they just do not have line-of-sight to who is working on what challenges. The heat map will help reduce this barrier for collaboration.

Level 3 decision – With whom will we work?

Focusing on specific challenges will permit the university to make focused choices for external collaboration that includes universities, country governments, and funding agencies. See call-out box 8 (**From a person to the planet – Consortium of Universities for Prosperity and International Development**) for an example of how decisions on problem spaces and who we convene has led to the creation of a global consortium focused on capacity development and SDGs.

Level 4 decision – How will we secure sustainable funding?

As noted earlier in this document, the amount of funding for SDG-related work is not trivial. Choice of problem space will allow us to focus on specific funding agencies. For instance, for the work in Ethiopia in call-out box 8, we are approaching the Gates Foundation. Going to these funders as a consortium of universities is likely to enhance the likelihood of success.

A note on metrics for impact

In order to assess performance to goals, the plan needs to also have metrics that reveal how the University is tracking on delivering “global citizenship’ and “contributing to building a better world.” The core issue that these metrics should address is whether the University is having an impact on students, partners, and communities globally.

It is important to recognize that the journey to delivering on these two pillars requires us to embrace a long-horizon. To be sure, we will derive measures that reveal if students are expressing that their global views are taking shape, and indicate movement on measures of global citizenship. Likewise, we will participate in rankings of universities focused on impact (e.g., THE University Impact Ranking that measures university activity on campus relative to the UN SDGs).

We should recognize, however, that measures such as the THE Impact Rankings are but a small indicator of global impact. Stellar performance on this index will certainly open doors to new partnerships, but we need measures of impact from the beneficiaries of the work – whether students, faculty and staff are inspired by belonging to the institution, whether more partners want to work with us, and whether people in the communities in which we work say we are having an impact. In so doing, we should not minimize the impact that is often communicated and understood through stories – stories from students, citizens, communities that will eventually shape the brand identity of UBC and bring about lasting positive change.

Conclusion

There is a lot to do, a lot to communicate, and stories to be told – stories that tell the world, and remind ourselves, who we are and who we seek to become. This will require us to coordinate the story-telling across the institution. The stories will also need to reflect themes that are captured in the preamble to the international strategy – that we act on the basis of humility not hubris, compassion not competition, and engagement not estrangement.

Throughout the process of consultation, the UBC community constantly challenged us to consider that the path to greatness is through gratitude and service. As Martin Luther King Jr. espoused “every one of us can be great, because every one of us can serve.” It is in this spirit, that ***IN SERVICE*** is offered as the voice of the UBC community looking to shape its Next Century, develop leaders for a just, sustainable, prosperous and vibrant world, and have positive impact locally and globally.

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Appendix 1 – Elaboration on the 5C’s of the partnership canvas

Colleges & Universities – UBC has long engaged with other academic institutions in many parts of the world, and many of these are leading research universities. These partnerships have served us well – bringing together researchers to engage in collaborative research, and helping exchange students to engage in academic pursuits in different parts of the world. **IN SERVICE** recognizes that we can build on this strong foundation to also partner with academic institutions that share this deep desire to contribute to building a more just, prosperous and sustainable world. This will require us to look not only at global rankings as a currency for partnerships, but to seek convergence on values. Such institutions offer much to UBC, UBC has much to offer to them, and the collaboration has much to offer the world. As many of our innovative student mobility programs reveal (see the Call-out box 1 on “[Into Africa – Learning and Service](#)”), partnering with such institutions offer life-changing experiences for our students and enable our researchers to be in greater service.

Corporations – Similarly, UBC has partnered with industry for both research and student engagement (e.g., Co-op programs). The UBC community felt that we could do more and be more purposeful. For instance, the United Nations Global Compact, formed in 2000, is a “voluntary initiative based on CEO commitments to implement universal sustainability principles and to take steps to support UN goals.” From very modest beginnings, when just 44 corporations became signatories to this initiative, the UN Global Compact today represents the world’s largest sustainability initiative – 12,000 corporations have become signatories, from over 160 countries, both developed and developing, representing nearly every sector and size. And they want to work together with a range of stakeholders. Launched at the 2019 UN General Assembly, the *UN Global Compact-Accenture Strategy 2019 CEO Study — [The Decade to Deliver: A Call to Business Action](#)* — reveals that CEOs from many of the world’s leading organizations believe that an unprecedented shift in public expectations is encouraging businesses to get ahead on sustainability. This represents a very promising avenue for partnerships for UBC. From collaborative research on sustainability, to co-creating learning experiences students and working together in communities on sustainable development, many possibilities exist.

Community organizations – institutions in different parts of the world, focusing on improvements to their local community's social health, well-being, and overall functioning, and with deep local knowledge, are crucial for UBC to be a learning organization, and for its students to learn about the world in which we live. Such institutions are very important in the articulation of community needs so that research can be responsive to those needs. Likewise, NGOs, composed of volunteers working under a small professional staff, serve often at the front-lines in providing housing, clean water, sanitation, medical services, micro-credit, economic development and countless other services to local communities, often faster and cheaper. Partnering with such organizations is important for us to secure a holistic understanding of complex problems and to be **IN SERVICE**.

Cities – The world continues to urbanize. In the 100 years starting in 1913, the proportion of the world’s population that lives in cities grew 5-fold from 10% to 50%, and estimates suggest that 75% of the world’s population will live in cities in 2050. Though history reveals that urbanization has always been an accelerator of growth and development, it also poses profound challenges. As Canada’s current ambassador to China, Dominic Barton, noted when he was the CEO of McKinsey & Co., “Making cities great is the critical infrastructure challenge of this century.” Indeed, **UN Sustainable Development Goal 11** focuses on “Making cities and human settlements inclusive, safe, resilient and sustainable.” Cities represent an amazing cauldron in which cross-disciplinary teams can engage in research and solution-generation. Partnerships with the system-of-systems that cities are can help facilitate the creation of pedagogical programs in which teams of students from multiple disciplines can learn about complex systems, and about working across boundaries.

Countries – Over the years, UBC has recognized the importance and value of understanding complex issues that shape prosperity and development at the national level. Initiatives such as the China Council, that assist the University in forming mutually beneficially partnerships with various ministries in China, or IC-IMPACTS, that has helped operationalize research and engagement between India and Canada, are examples on which UBC can build a more purposeful partnership with many more countries in which we already conduct research and pedagogical programs.

Appendix 2 – Examples of actions within action directions

Action direction area	Examples of implementable actions from consultations
Partnerships	<ul style="list-style-type: none"> • Create a system to assess and rationalize current partnerships based on effectiveness • Identify partnerships for deeper engagement based on priorities of Faculties and the University, and invest in high priority partnerships • Develop criteria to assess UBC participation in global networks and consolidate on a few, impactful and relevant networks to guide engagement over the next 5 years • Develop a go-to market plan to form focused partnerships with Corporates (e.g., from the 12000 signatories to the UN Global Compact), Community organizations (NGOs and Global Foundations), Cities, and Countries (e.g., the newly formed partnership with Ethiopia) to lead in the creation and growth of new networks in areas identified in the International Strategy (e.g., to shape collaborative work on capacity development and furthering university contribution towards the UN SDGS in a global context)
Learning Programs	<ul style="list-style-type: none"> • Increase percentage of students who have international learning experiences Moonshot: over the next 5 years make mandatory for all UBC students a globally-orientated learning experience, making choices from a menu of options including semester exchanges, short-term intensive experiential learning programs, online project-based courses in which UBC students collaborate with peers from universities around the world, a community project in BC focused on issues of global relevance • Develop cross-disciplinary, cross-institutional, cross-continental experiential learning programs for undergrad and grad (e.g., collaborative PhD program) focused on global challenges, that leverage technology and incorporate global virtual classrooms • Develop programs for community engagement focused on issues of global relevance Moonshot: make mandatory over the next 5 years a community project for students along the lines of Tec de Monterrey’s iWeek that sees approximately 50,000 undergraduate Tec students across its 26 campuses working in teams on 1300 projects with 3000 faculty for 1000 organizations (businesses, non-profits and communities) to offer solutions to challenges • Develop programs for “internationalization at home” to address global citizenship for students who do not currently avail themselves of global learning experiences. Some ideas that surfaced in the consultation include: <ul style="list-style-type: none"> ○ 1st year mandatory reading club on a global issue (modeled after UCLA) ○ Mandatory course on Indigenous histories, global issues and SDGs ○ 2nd year global issue multimedia project with diverse teams and ending in a community showcase in partnership with media outlets ○ 3rd year community project with diverse teams, modeled after Tec de Monterrey’s iWeek, that builds on partnerships with local community and the province ○ 4th year project-based course in a global virtual classroom with peers from partner institutions (modeled after Sauder’s GNAM courses)

<p>Infrastructure</p>	<ul style="list-style-type: none"> • Build on the recently piloted “heat map” to identify areas of expertise and overlap, convene multidisciplinary researchers to engage on issues of global relevance, and pursue global funding opportunities and new partnerships
	<ul style="list-style-type: none"> • Develop vision and launch the <i>Institute for Global Learning and Development (iGLAD)</i> to: <ul style="list-style-type: none"> ○ Foster collaboration with students, staff, faculty, and local and global partners to design experiential learning programs on complex global issues. Such programs will place students in learning settings (corporates, community-organizations, and cities) either as a required part of an academic course, or through voluntary co-curricular placements for learning-by-doing, immersive experiences. ○ Facilitate capacity development work focused on the UN SDGs through use-inspired research, pedagogical programs and training & technical assistance
	<ul style="list-style-type: none"> • Simplify processes for collaboration – build on the recently launched Global Partnerships Facilitation Group to serve Faculties better in initiating, developing, and sustaining partnerships
	<ul style="list-style-type: none"> • Build on the recently launched <i>Global Innovation Grant (GIG)</i> aimed at developing transdisciplinary and global collaborations that enhance UBC’s global reach, and provide opportunities for students to learn about the complex challenges facing humanity. GIG awards provide initial seed funding for faculty proposals aimed at delivering leading-edge student experiences aligned with the University’s strategic priorities
<p>Communications</p>	<ul style="list-style-type: none"> • Refresh UBC International website to reflect new strategic intent through curated stories featuring transformative experiences for UBC community and our partners
	<ul style="list-style-type: none"> • Derive a purpose-built communications strategy that connects channels & messaging for the range of stakeholders (internal community, current and potential partners, potential students) to implement the new UBC global engagement
	<ul style="list-style-type: none"> • Create a President’s Global Advisory Council with membership from high profile heads of MNCs that are signatories to the UN Global Compact, senior officials from country governments, foundations, and NGOs
	<ul style="list-style-type: none"> • Celebrate global engagement through a bi-annual UBC Global Week (similar to Worldwide Week @ Harvard) to showcase the outstanding breadth of our global engagement. (For instance, as Harvard, during Worldwide Week, schools, research centers, departments, and student organizations host academic and cultural events with global or international themes)

Appendix 3 – Vice-Provost International Office: Mission & Value Activities (January 2018)

Our Mission

Connecting UBC and the world

We create opportunities for learning and global engagement that inspire students, faculty, staff and partners to make their difference in the world

Our Guiding Principles

Service Curiosity Innovation Collaboration Reciprocity Diversity

Our Value Activities

We catalyze opportunities for scholars and learners

- Proactively develop and steward strategic partnerships and networks that are responsive to the needs and aspirations of Deans, Faculties, and the University
- Support faculty in their international endeavors
- Facilitate international learning opportunities for students
- Develop opportunities and provide support for incoming students
- Assist in global program development and delivery
- Convene groups of faculty, students and staff, based on data, to work collaboratively on global capacity development and the UN SDGs
- Engage with global institutions – 5Cs and foundations and funding agencies

We simplify collaboration

- Advise and assist, as needed, Deans, Faculties and the University in the design and implementation of international strategies
- Create protocols to simplify and guide the visits of potential international partners to the UBC campuses
- Respond to inquiries about UBC from potential international partners, and advise the UBC community in responding to queries from potential international partners
- Identify and contact relevant UBC administrative and academic units to gauge their interest in connecting with potential international partners visiting UBC
- Support visits by UBC delegations to international partners

We champion innovation in internationalization

- Work with other UBC units such as VPS, VPRI, VPDAE, VPER, DVC-O to collaboratively develop a culture of innovation and collaboration in enhancing internationalization of our campuses in global learning, research and service
- Support initiatives aimed at developing transdisciplinary and global collaborations that enhance UBC's global reach, and provides opportunities for students to learn about the complex challenges facing humanity. Our Global Innovation Grant (GIG) awards provide initial seed funding for faculty proposals aimed at delivering leading-edge student experiences aligned with the University's strategic priorities

We foster safe travel

- Work with iSOS and campus security to ensure safe travel abroad for students, staff and faculty

We are accountable and celebrate success

- Track, measure and document international activities and impact
- Communicate, advocate, and promote impactful global engagement

CALL-OUT BOX 1: Into Africa – Learning and serving

Commitment, passion, and the ability to think critically and creatively are attributes that describe the best health-care professionals—and these qualities are particularly important for those who want to practice global health.

For the past 15 years, UBC Okanagan undergraduate nursing students have been travelling to Africa during their fourth year of study. The Global Health practicum placement puts their skills and stamina to the test. Global health prioritizes improving and achieving equity in health for all people worldwide. For those on the ground, it means working with communities, building on their capacities and working collaboratively with African colleagues to address health inequities.

This journey began over 20 years ago, when visionary Assoc. Prof. Joan Bassett-Smith was awarded a grant from the Canadian International Development Agency for the development of a Rural Nurse Practitioner Program in Northern Ghana. Soon thereafter, fellow enthusiast and UBC Okanagan nursing instructor Fay Karp and many others from the nursing faculty joined her.

Celebrating a broad partnership canvas including rural and remote community health clinics, government-funded health centres, schools and universities, and a number of non-government organizations, Joyce Henderson, also a nursing instructor, realized that health care training could happen on both sides of the Atlantic. In 2001 Henderson accompanied the first group of fourth-year Okanagan nursing students to Ghana, to “see what would happen.” More than 17 years later, students from UBC Okanagan are still making the life-changing trek.

Based on the success of the Ghana initiative, a second partnership was established in Zambia.

Karp adds that the global health courses and practicum are based on the concepts of critical social theory and community development. These involve processes in which the community and partners come together to solve issues. “The direction comes from our collaborative relationships with health care professionals in both countries,” says Karp. “All of our work is driven by their needs and areas where there is greatest demand.”

Students also have the opportunity to participate in research projects, partnering with the University of Zambia, the University of Barotseland and the Lewanika School of Nursing in Zambia. Blood pressure and cardiac dysfunctions have been the focus of this research. Says one student on her experience: “I came into this practicum expecting to change lives; not knowing how much they would actually change mine.”

CALL-OUT BOX 2: RES'EAU-WaterNET – Solving water problems in small systems

Despite progress globally, billions of people still lack safe water, sanitation and handwashing facilities. More efficient use and management of water are critical to addressing the growing demand for water, threats to water security and the increasing frequency and severity of droughts and floods resulting from climate change. A key global issue of our time, **UN Sustainable Development Goal 6** focuses on “Ensuring availability and sustainable management of water and sanitation for all.”

UBC researchers are also interested in water security as it manifests closer to home. Most Canadians who live in mid-size and large urban centres take drinking water for granted – clean drinking water is only as far away as your nearest tap. However, a shocking number of small communities struggle to provide drinkable water on a regular basis, putting six million Canadians at risk for water-borne disease. Small public water systems serve over 30 million people in North America and about 2.5 billion people globally. Economic problems faced by small and rural communities are rooted in the complexities of knowledge sharing and utilization — no single individual or organization possesses all relevant quantitative and qualitative data required to holistically assess a complex issue. Similarly, no single individual or organization can solve the problem, and so information flow and collaboration are vitally necessary to success. In this context, the crucial problems are: What is the best method by which the knowledge that is initially dispersed among few people/stakeholders can be made as widely available as possible? And, how can the planning of solutions be coordinated?

RES'EAU-WaterNET is the Natural Sciences and Engineering Research Council of Canada's (NSERC) strategic response to society's changing expectations about what research and development (R&D) partnerships should deliver. The initiative recognizes that universities can survive only if they are relevant and meet community aspirations. RES'EAU is a five-year, \$8 million program, 40% funded from partnership with 20 public and private organizations matched by 60% funding from the NSERC. In addition, the program leverages over \$5 million in human and technological capital from partner organizations to support the implementation of the internationally recognized and award winning Community Circle Model for Strategic Innovation.

This model takes the research program out of the lab and into the real world, incorporating communities, operators, and all stakeholders' expertise and insight at the earliest stages of the problem-solving process. UBC works closely with communities to understand the limitations and constraints they face. Research priorities are then identified, and research is then designed and executed to produce knowledge and integrated game-changing solutions. These approaches are then validated by industry so that they can be readily diffused and adopted.

CALL-OUT BOX 3: Social equality through international student mobility

A Place to Stand, A World to Explore is a program co-created by UBC's Go Global unit, the University of Otago's Office of Māori Development, and Monash University's Yulendj Indigenous Engagement Unit.

The program is modeled after the University of Otago's Tūrangawaewae, Pōkai Whenua program, aimed at connecting Indigenous students from different communities with one another globally.

Exchange programs have existed at UBC for many years, but a formalized Indigenous student exchange program is a new initiative. It reflects the goals of the university to create exceptional learning environments through Aboriginal engagement, international engagement and intercultural understanding.

As part of this program, Indigenous students from UBC will participate in exchange programs at the University of Otago and Monash University. They will take courses in Māori Studies, Aboriginal and Torres Strait Islander studies. Students will participate in activities hosted by the local Indigenous communities at their partner universities.

At the same time, UBC will welcome Indigenous exchange students from these partners, giving them priority access to First Nations coursework and facilitating engagement in Indigenous student events on campus.

This exciting initiative has now led to UBC becoming a founding member of the Indigenous Studies Network that is being articulated to address several themes:

- Facilitate student and staff international mobility – provide opportunities for Indigenous students and staff to share their knowledge and cultures with other First Nations peoples
- Strengthen connections between Indigenous peoples globally, and communicate these learnings to others in the University community and beyond.
- Facilitate critical reflection and evaluation of best practice approaches to reconciliation internationally
- Serve to bring STEM and HASS disciplines together to understand the structural nature of injustices against Indigenous peoples and their impacts

CALL-OUT BOX 4: Cross-disciplinary, cross-institutional and cross-continental learning experiences in cities

The 100 Resilient Cities (100RC) was created in 2013 by the Rockefeller Foundation on the foundation's Centennial. 100RC is dedicated to helping cities around the world become more resilient to the physical, social and economic challenges that are a growing part of the 21st century. 100RC supports the adoption and incorporation of a view of resilience that includes not just shocks—earthquakes, fires, floods, etc.—but also the stresses that weaken the fabric of a city on a day-to-day or cyclical basis. Examples of these stresses include high unemployment; an overtaxed or inefficient public transportation system; endemic violence; or chronic food and water shortages. By addressing both the shocks and the stresses, a city becomes more able to respond to adverse events, and is overall better able to deliver basic functions in both good times and bad, to all populations.

In 2016 UBC developed and launched, in partnership with 100RC, Yale University, The University of Ghana, Indian Institute of Management, and Tec de Monterrey, a learning platform focused on urban resilience for students in the Global Network for Advanced Management – a network of 30 universities across 27 countries.

The synchronous online course, on **“Urban resilience: Complexity, collaborative structures, and leading change”** is one result of that collaboration.

Over the last four years, every Tuesday and Thursday in the fall semester, the online class on Zoom, runs from 530-700am Pacific Time. It has afforded the opportunity to over 300 graduate students from 15 universities, representing over 20 nationalities, diverse cultures, spread across 18 time zones, and from a range of academic programs (business, forestry & environmental studies, public health, journalism, public policy, architecture, urban design, medicine, and community planning), to work collaboratively in global-virtual and face-to-face teams to learn about urban resilience and work on projects/challenges offered by Chief Resilience Officers of cities in the 100RC network.

As part of this program, students have engaged in research and completed over 30 projects for cities in Asia (Chennai, Semarang), Europe (The Hague, Rotterdam, Manchester), North America (Juarez, Norfolk, Pittsburgh, San Juan, Calgary, Montreal, and Vancouver) and South America (Quito, Salvador, Porto Alegre, and Santa Fe (Argentina)).

Another outcome of this collaboration is the creation of the Collaborative for Urban Resilience and Effectiveness (**CURE**) – conceptualized as a global collaborative to mobilize talent, knowledge and experience across disciplines, colleges/universities, community organizations, cities and corporates to contribute to inclusive urban prosperity, innovation and development. CURE brings unique opportunities to better understand the impact of local, contextual factors that shape resilience building, and contribute to the creation and implementation of evidence-based strategies to enhance urban resilience and effectiveness.

In summer 2019, undergraduate and graduate students from four CURE members (UBC, Cambridge, Yale-NUS and Indian Institute of Technology-Madras), from diverse fields of inquiry worked together in virtual and face-to-face teams to complete projects for the city of Chennai, in the areas of rainwater harvesting, sustainable housing, civic engagement, and urban horticulture. Supported through funding from the UBC Strategic Plan, and involving a range of partners, including the city of Chennai, community organizations in Chennai, corporates (e.g., Ogilvy and Mather) and the Smart Cities Mission of the Government of India, the Chennai program represents a pilot course on which UBC's Go Global unit continues to curate innovative learning programs for students.

CALL-OUT BOX 5: Biodiversity research: An emerging global research priority

The most remarkable feature of our planet is the diversity of its life forms, but this biodiversity is threatened by anthropogenic impacts, including climate change. The Biodiversity Research Cluster seeks to identify global change impacts on biodiversity and offer solutions to challenges associated with these changes.

Scientists at UBC's Biodiversity Research Centre investigate the ecology, evolution, and conservation of biological diversity through research at all levels, from genes to ecosystems through to interactions with society. As the scope of global climate change, human-caused habitat alterations, and associated extinction rates rise, the need to understand and conserve biodiversity and the ecosystem functions that it sustains has never been more pressing.

Encompassing a broad range of research interests with over 70 scholars from ten different departments across UBC, the Biodiversity Research Cluster epitomizes the cross-disciplinary approach to focusing attention on a key **UN Sustainable Development Goal 15**, that centers on the need to “Protect, restore and promote sustainable use of terrestrial ecosystems, sustainably manage forests, combat desertification, and halt and reverse land degradation and halt biodiversity loss.” UBC scholars working collaboratively in this space come from a range of disciplines including biology, zoology, forest conservation sciences, oceans and fisheries, geography, mathematics, immunology, and environmental sustainability. From oceans to deserts to far-off jungles, these researchers are roaming the globe and uncovering the answers to questions they have about our world, promoting understanding and appreciation of biodiversity, and providing independent advice on biodiversity stewardship to governments, the private sector, and the public.

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CALL-OUT BOX 6: Leading by example – Universities as living labs and global actors for sustainable development

While universities house researchers focusing on sustainability and help develop future leaders for the planet, there is an immense opportunity for universities to lead by example. If we are to eventually impress upon the next generation of world leaders of our planet the need to engage in behaviors that underpin long-term sustainability, we need to walk the talk. And our students need to see that, experience that, and feel empowered to do the same.

UBC has long committed to the sustainability of its campuses. In 1990, UBC signed the Talloires Declaration, a 10-point action plan for incorporating sustainability into higher education. We were the first university in Canada to adopt a sustainable development policy in 1997, and the first to open an office devoted to campus sustainability in 1998. Now, sustainability is deeply embedded across UBC, thanks to the dedication and commitment of our faculty, staff, and students.

UBC has also committed to the integration of our operational and academic efforts in sustainability, and the UBC Sustainability Initiative, established in 2010, is our way of advancing this broad goal. The UBC Sustainability Initiative undertakes key cross-cutting functions such as connector, curator and facilitator of a wide breadth of sustainability programs and activities across campus. In partnership with many other groups, we help integrate and enhance sustainability themes in teaching, learning, and student engagement activities, support interdisciplinary urban research, advance regional and international engagement with sustainability partners, and host the UBC office of the Pacific Institute of Climate Solutions.

But like any other global challenge, addressing sustainable development requires partnership and collaboration with a range of global actors. Institutions committed to pushing this envelope understand that they have a leadership role for advancing knowledge, technology, and tools to create a sustainable future. This includes developing and utilizing their campuses in a way consistent with their overall goals for a sustainable future. As campus sustainability programs become more sophisticated, there is an increasing need for sharing experiences, measuring achievements and reporting performance. This requires ongoing conversations in networks of leading scholars and practitioners.

UBC is a partner in two networks that serve as strong foundations for further engagement.

- The **Association of Pacific Rim Universities (APRU)** is a network of leading universities linking the Americas, Asia and Australasia. APRU brings together thought leaders, researchers, and policy-makers to exchange ideas and collaborate on effective solutions to the challenges of the 21st century. The primary research areas include natural hazards & disaster risk reduction, women in leadership, population aging, global health, sustainable cities, artificial intelligence and the future of work, the Pacific Ocean, and labor mobility.
- The **International Sustainable Campus Network (ISCN)** provides a global forum to support leading colleges, universities, and corporate campuses in the exchange of information, ideas, and best practices for achieving sustainable campus operations and integrating sustainability in research and teaching. Currently, more than 80 schools from more than 30 countries on 6 continents are represented in the network as ISCN member schools. The ISCN membership includes most of the members of the [World Economic Forum's GULF](#) (Global University Leaders Forum) group.

Because these networks have members from diverse regions, countries, cultures, and economies in different phases of development, they represent a unique opportunity for learning about issues of global relevance and how local contextual factors shape these issues. As a result, these networks represent excellent platforms on which to thread innovative student mobility programming in which teams of students from across partner institutions can work together in research-based learning experiences to better understand global issues and to derive solutions to challenges.

CALL-OUT BOX 7: We touch the future, we teach – Education in the Dadaab refugee camp

Since 2009, the UBC Faculty of Education has been working with Kenya's Moi University and the Dadaab refugee camp in northeastern Kenya to develop and implement a teacher education program for secondary school teachers in the Dadaab settlement, many of whom are practicing without credentials or official teacher training. The aim of the project is to raise teaching standards at the camp, enhance the lives of young students, and offer opportunities for students and their family's future. Currently, UBC professors teach UBC Courses at Kenyatta University Dadaab Campus as part of the teacher education Dadaab project. In addition to the university diploma program, the Faculty of Education has an ongoing long-term research project, Living, Learning, & Teaching in Dadaab (LLTD), led by faculty members in the Department of Curriculum & Pedagogy, and funded by UBC and SHRRC. UBC's participation and contributions are part of a multi-university collaboration to bring higher education to the camps - the first effort of its kind.

Collectively, this work is based on the belief that education is a basic human right that no one should be denied, no matter one's location or situation. As the world's largest refugee camp hosting close to half a million people, Dadaab exists at the border of Kenya and Somalia and there is a great identified need to support education for all in the camps in a sustained manner. The program and research work are devoted to increasing access to education in this long-term, protracted refugee camp setting that many call home.

Through the development and delivery of higher education and teaching training in the camps as well as learning with and from former Dadaab students/teachers now studying here at UBC, the Faculty and their partners are working to make this possible. UBC's secondary teacher education program opened in August of 2014 with close to 200 students participating across the secondary and primary programs.

Currently, the work is supported by several funding agencies and includes several related research and development endeavors, including SSHRC, DFATD (formerly CIDA, now Global Affairs Canada), and the Hampton Research Grant (UBC). Collectively, it involves multiple project layers – some only at UBC, some international, and all in support of refugee education. The work is devoted to two primary agendas:

- Researching and conducting ongoing course planning and implementation for the Secondary Teacher Education component which will train teachers in Dadaab.
- Working together with a group of World University Service of Canada (WUSC) sponsored students here at UBC as co-researchers to better understand notions of living, learning, and teaching in this refugee camp setting.

UBC is actively working with partners in order to continue strategic educational partnerships internationally and to support refugee teacher education so that new opportunities become possible from life in the camps.

CALL-OUT BOX 8: From a person to the planet – Consortium of Universities for Prosperity and International Development

The Human Genome Project (HGP) fundamentally changed how we approach science and medicine. The HGP's health benefits are finally beginning to bear fruit with personalized treatments and therapies tailored to an individual's genetic profile. It has also been a financial success, delivering an economic dividend of \$178 for every dollar invested. Yet, despite the promise for improving health and wellness, there is a profound inequality in the potential of genomic sciences – 90% of all genome sequences are derived from white European populations. This is changing slowly, as large numbers of mainland Chinese (and newborns in particular) are being sequenced. Missing from this picture are genomes derived from any of the hundreds of diverse African populations.

Jamal Kurtu, Corey Nislow, Robert Sindelar from UBC's School of Pharmaceutical Sciences have launched the Ethiopian Translational Health Innovation (ETH-I), with the goal of developing a local, stakeholder driven effort that uses genomics and genomic data as the catalyst to empower innovation in healthcare and wellness in Ethiopian universities and communities. What is driving them? "In biological research, genomic diversity is a foundational principal. Now it is time to increase diversity in genomics."

ETH-I represents a partnership with local and national key decision-makers and innovators to create, implement and assess an improved, high quality, sustainable, and community-responsive health care ecosystem for Ethiopia. The framework for this proposed improved health ecosystem will be built upon a foundation of strengths, collaborations, and innovations that will result from a strategically enhanced academic health science centre, its global partners and its community of Ethiopian health care providers to create a continuous learning patient- and family-centered continuum of wellness and care. Essentially, the initiative proposes that genomics and personalized medicine can be the catalyst for a New Health Future for Ethiopia.

This focus on developing capacity in Ethiopia for personalized medicine has now inspired a group of universities to cast its service aspirations to engaging with the themes of prosperity and international development. The idea was born at a meeting with the President of Ethiopia at UBC in June 2019. A discussion with Her Excellency on what universities could do to help with capacity development and SDGs in a range of areas including good health and well-being, education, gender equality, and decent work and economic growth sowed the seeds for the creation of the **Consortium of Universities for Prosperity and Integrated Development**.

The consortium is being designed on the premise that wide collaboration, involving institutions from the North and the Global South, is crucial if we are to help foster prosperity and development at a global scale. While initial conversations with several universities and representatives of several countries have raised interest to further explore research, pedagogy and training as key value activities, a design workshop on 5 November in Addis Ababa will crystallize the thinking.

At the workshop, hosted by UBC and the Canadian Ambassador to Ethiopia, under the support of the Office of the President of Ethiopia, representatives from UBC, Addis Ababa University, Cambridge University, Aga Khan University, University College London, Sciences Po, Ashoka University, Gondor University, the African Union, and the Government of the United Kingdom will together create the blueprint for the Consortium:

- Outline the value proposition and guiding principles of the Consortium that are fully responsive to the 2005 Paris Declaration and the 2008 Accra Agenda for that represent commitments for effective capacity development
- Articulate the key partners required for such an undertaking, the key activities and key resources needed
- Visioning, co-design, and co-creation of the 2020 North-South Global Summit, as an official launch point for the Consortium